THE RELATIONSHIP BETWEEN STUDENTS' HIGH SCHOOL ORGANIZATIONS, HIGH SCHOOL ACTIVITIES, COLLEGE ORGANIZATIONS AND THEIR MAJOR IN THE COLLEGE OF AGRICULTURE AT OKLAHOMA STATE UNIVERSITY

By

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TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

PURPOSE AND DESIGN OF STUDY

Introduction

The Vocational Agriculture programs in high schools throughout Oklahoma have been beneficial in shaping the lives of Oklahoma's young people. It was through those Vo-Ag programs that students were presented with challenges and were encouraged to set goals and make decisions. This organization provided young people with opportunities to develop skills and gain knowledge.

Recently the development of student leadership abilities has become more important to society. The influence of Vo-Ag leadership activities that were developed and planned by Vocational Agriculture teachers has affected many students' lives. It was through involvement in Vo-Ag and FFA activities that the students' lives were shaped and molded. Students who go on to college generally continue their participation in leadership activities.

Statement of the Problem

Public school and higher education leaders in Oklahoma have long recognized the value of student involvement in leadership activities and their value toward the development of the total person. Furthermore, students recognized for their leadership abilities are often favored in the job market. Likewise, an effort to identify a relationship among

varying levels of student participation in high school organizations and college activities relative to the student's choice of a college major could provide valuable information for teachers, counselors and advisors.

Purpose of Study

The purpose of the study was to find out if the participation in various school activities and organizations and college organizations had a direct relationship to the major chosen on the college level. The objectives were: (1) to identify any relationship between one's high school activities and organizations and his major in the College of Agriculture, and (2) to determine the relationship between college organizations and the major in college.

Need for the Study

The need for the study arose from the question of whether or not vocational agriculture teachers were equipping the students in Oklahoma high school vocational agriculture classes with enough information to allow them to make an intelligent and appropriate choice regarding a college major. It is understood that not all high school graduates, who have participated in Vo-Ag and FFA activities, attend college.

Scope of the Study

The study's participants were selected from 1981 seniors and juniors in the College of Agriculture at Oklahoma State University. The seniors and juniors were majoring in the following agriculture disciplines:

1. Agricultural Education (AGED)

2. Agronomy (AGRON)

3. Agricultural Economics (AGEC)

4. Animal Science (ANSI)

There were 46 AGRON, 31 AGEC, 41 ANSI, and 26 AGED students surveyed. The data used in the study was taken from 20 questionnaires which were randomly chosen from each subject matter area. The other agricultural majors were unable to be surveyed at the time the questionnaires were distributed.

Limitations

The limitations of the study were:

1. Not all of the high schools in Oklahoma were represented.

2. Not all Vo-Ag students desire a college education.

3. Only a selected group of university students in the College of Agriculture were surveyed.

4. Not all juniors and seniors majoring in Agriculture were surveyed.

Definition of Terms

Higher Education: Education beyond the high school level.

University: An institution for higher learning.

Abbreviations used in the study:

AGED: Agricultural Education

AGEC: Agricultural Economics

ANSI: Animal Science

AGRON: Agronomy

Vo-Ag: Vocational Agriculture

FFA: Future Farmers of America

CHAPTER II

REVIEW OF LITERATURE

High school student organizations and activities allow for the development of many leadership skills and abilities. Many educators indicate that participation in organizations and activities enhances a student's probability for academic success.

A thorough review of the literature revealed that few studies had directly dealt with this problem, however several were indirectly related.

As a result of the review this presentation was divided into three parts and a summary to facilitate clarity and organization. The areas were: Instructional Programs in High School Vocational Agriculture, College Success of Students Involved in High School Activities and Influence of Parents, Peers and Intrinsic Factors Regarding Student's Selecting a College major.

Instructional Programs in High School Vocational Agriculture

An Ohio State study indicated that youth need vocational Agriculture to prepare them for post-secondary study in technical schools, colleges and universities (8). It was also pointed out in the study that Vocational Agriculture programs should offer relevant course work that would be useful to the student in continuing his education.

In addition it was revealed that one of the primary goals of the instructional program was to develop the student in becoming a productive citizen as well as finding intellectual and aesthetic satisfaction.

The curriculum guide for Ohio Vo-Ag students revealed that high school students received training in the following areas:

> Establishing and developing a supervised training program, involvement as an FFA member, FFA meetings, committee work, leadership conferences, parent-member banquets, contests, state and national conventions, field trips, livestock shows and fairs and the FFA awards programs (8, p. 7).

It was also revealed through the use of the curriculum guide that a student's career development begins through an introduction to agricultural occupations, career choice, leadership development, SOEP, and the instructional programs in farm management, animal science, plant and soil science, and agricultural mechanics.

College Success of Students Involved in High School Activities

Cross (5) pointed out that GPA's for college freshmen were higher for students with four years of vocational agriculture when compared to students without a high school Vo-Ag background. Cross also revealed that freshmen with a Vo-Ag background consistantly remained in school longer and that there were fewer dropouts.

Barak, Carney and Archibal (1) indicated in their study that:

> . . . as the result of life experiences, one becomes increasingly aware of his abilities, interest and values, while at the same time gaining more occupational information from his exposure to the world of work (p. 149).

Barak et al. (1) went on to report an individual's occupational exposure increased one's perception of relevance, accuracy and specificity as he moves into adolesence. Information concerning his

occupational interests, therefore, becomes more realistic regarding vocational decisions.

Bundy and Ebbers (4) in their comparison of FFA and non-FFA members indicated that former members had a higher level of participation in university activities than students who were not FFA members in high school.

Osmond (9) stated in his study that FFA was a value asset to individuals in terms of leadership development and that FFA leadership activities assisted them in developing future goals and becoming actively involved in the planning process.

Benton's (3) study indicated a positive correlation between a student's participation in high school student organizations and activities and their participations in college activities.

Influence of Parents, Peers, and Intrinsic Factors Regarding Students Selecting a College Major

Bently and Hamp (2) pointed out that students were influenced most by parents, friends and Vo-Ag teachers in regard to selecting a college major. In addition it was revealed that:

> . . . students were influenced more by teachers of agriculture than any other professional person, it is also evident that recent experiences play an important part in choosing a field of specialization in agriculture. More freshmen than seniors were influenced by high school teachers, parents, and hobbies; where as seniors were influenced more by college professors and college employment, many agriculture students were influenced to choose a specific field or area of specialization by vocational experiences and opportunities (p. 149).

Fuss (6) indicated that a relationship existed between student participation in high school organizations and activities and students

selecting their college major. Being rather specific, Fuss (6) suggested that the high school judging contests had a definite bearing on students selecting a field of study in higher education. The contest areas suggested in having influence on students' selection of a college major were dairy cattle judging, dairy products evaluation, livestock and meat judging and identification contest.

Summary

The experiences and instruction students receive in high school vocational agriculture is important for students indicating an interest in pursuing formal degree programs in agriculture. Leadership skills developed in high school vocational agriculture and the FFA assist students in preparing for future academic careers. The classroom instructional programs, FFA activities and supervised occupational experience contribute to a student's preparedness for both academics and the world of work.

Students participating in high school organizations tend to be more inclined to continue student activities upon entering college. Furthermore, many employers look at student activities as opportunities for students to develop leadership skills, make contacts with leaders in the profession and learn to work with others in a team effort.

The involvement of parents, friends and high school Vo-Ag teachers seem to be rather influential in encouraging students to select an agriculture discipline or a college major. In addition recent experiences and vocational opportunities in specific agricultural disciplines seem to inspire students to choose agriculture as a major and continue their involvement in agriculture student organizations and activities.

CHAPTER III

METHODOLOGY

The purpose of this chapter is to describe the design and procedures followed in conducting the study. To acquire data which would relate to the intent and objectives of this study, a population was determined and an instrument was developed. Data were collected during the Spring of 1981. Specific objectives were utilized to provide direction for the conduct of the research.

The Population

The population used in the study were the junior and senior students in the four majors that were surveyed. The sample taken from that population were the students present in the classes on the day the questionnaire was given in the Spring of 1981. Upper division classes in each college major were administered the questionnaire.

The Sample

The sample for this study consisted of 80 upperclassmen students enrolled in the College of Agriculture, Oklahoma State University. The 80 students were majors in four disciplines within the College of Agriculture: (1) Agricultural Economics, (2) Agricultural Education, (3) Agronomy, and (4) Animal Science. The previously mentioned four disciplines were selected because of an adequate number of upperclassmen

available to survey. Twenty students within each subject matter area were randomly selected to participate in the study from a total possible among the four disciplines of 144.

The Instrument

To gather data concerning student participation and involvement a closed or restricted form questionnaire was developed (Appendix A). The list of selected variables to which students responded included (1) the student's major, (2) number of years of participation in high school activities and organizations, and (3) number of years of participation in college organizations and activities. The questionnaire was designed to determine a relationship between participation in high school organizations and activities, participation in College of Agriculture departmental student organizations and the selection of a college major.

Analysis of Data

The instrument contained questions requiring answers provided on an interval scale as well as short answer items. After consulting with the AGED Department's researcher, it was decided that descriptive statistics would be most appropriate.

Frequency distributions, means, and percentages were used to describe the data collected. This gave an average response among students for years of participation as well as an indication of dispersion among the four College of Agriculture disciplines surveyed. The mean was selected because it was the most efficient measure of control tendency, according to Popham (10).

CHAPTER IV

ANALYSIS OF THE DATA

The data in Chapter IV were obtained with a questionnaire. The questionnaire allowed a student to indicate a range of zero to four years of participation in high school activities, high school organizations and college organizations.

The data obtained from the questionnaire was tabulated and analyzed in Chapter IV according to the student's major in college.

High School Activities

Table I listed high school activity involvement according to college major. AGED majors with 95 percent or 19 out of 20 of those surveyed involved for an average of 3.4 years, declared beef production as the highest area of involvement and participation. ANSI majors with a 3.1 yearly mean and 100 percent of the students involved were second according to yearly means of participation.

AGEC and AGRON majors also had high levels of involvement and participation in the area of beef production as indicated in Table I.

Livestock judging data proved to be the second foremost area involved in by the AGED majors. AGED majors involvement in livestock judging showed a mean of 3.1 years with 90 percent of the students involved.

ANSI and AGRON majors were almost tied with mean years of 2.2 and

TABLE I

STUDENT INVOLVEMENT IN HIGH SCHOOL ACTIVITIES BY COLLEGE MAJOR

High School Activities	Major	Number of Students Involved by Years					Mean Years of Student Involvement	% of Students with One or more years of Involvement
Activity		4	3	2	1	0	Years	Percent
Beef Production	AGED	14	2	2	1	1	3.4	95
	AGEC	11	1	1	2	5	2.6	75
	ANSI	12	3	2	3	0	3.1	100
	AGRON	8	1	3	2	6	2.2	70
Livestock Judging	AGED	12	3	0	2	2	3.1	90
	AGEC	8	0	0	2	10	1.7	50
	ANSI	7	2	3	3	5	2.2	75
	AGRON	6	2	5	2	5	2.1	75
Sheep Production	AGED	3	0	0	1	16	.65	20
	AGEC	1	0	0	0	19	.20	5
	ANSI	0	1	1	5	13	.50	30
	AGRON	1	0	1	2	16	.40	20
Swine Production	AGED	11	1	1	2	5	2.60	75
	AGEC	3	2	1	1	13	1.05	30
	ANSI	1	1	1	4	13	.65	30
	AGRON	4	1	5	1	9	1.50	55
Horse Production	AGED	2	0	0	0	18	.40	10
	AGEC	0	0	0	0	20	0.00	0
	ANSI	1	0	0	0	19	.20	5
	AGRON	0	0	0	0	20	0.00	0
Dairy Production	AGED	3	0	0	0	17	.60	15
	AGEC	0	0	0	0	20	0.00	0
	ANSI	0	0	0	0	20	0.00	0
	AGRON	1	0	0	0	19	.20	5
Horticulture Contests	AGED	2	0	0	0	18	.40	10
	AGEC	0	0	0	0	20	0.00	0
	ANSI	0	0	0	0	20	0.00	0
	AGRON	1	0	0	0	19	.20	50
Meats Contests	AGED	1	0	0	0	19	.20	5
	AGEC	0	0	0	0	20	0.00	0
	ANSI	0	0	0	1	19	.05	5
	AGRON	0	0	0	0	20	0.00	0

TABLE I (Continued)

High School Activities	Major	Number of Students Involved by Years					Mean Years of Student Involvement	% of Students with One or more years of Involvement
Activity		4	3	2	1	0	Years	Percent
Electricity Contests	AGED	0	0	1	0	19	.10	5
	AGEC	0	0	0	1	19	.05	5
	ANSI	0	1	0	0	19	.20	5
	AGRON	0	0	0	0	20	0.00	0
Poultry Contests	AGED	1	0	0	0	19	.20	5
	AGEC	0	0	0	0	20	0.00	0
	ANSI	1	0	1	0	18	.30	10
	AGRON	0	0	1	0	19	.10	5
Crop Production Contests	AGED	9	1	1	1	8	2.1	60
	AGEC	9	3	2	1	5	2.5	75
	ANSI	5	1	3	5	6	1.7	70
	AGRON	10	1	3	3	3	2.6	85
Agricultural Economics	AGED	0	0	1	1	18	.15	10
	AGEC	0	0	0	0	20	0.00	0
	ANSI	0	0	1	0	19	.10	5
	AGRON	0	2	0	4	14	.50	30
Homesite Evaluation Contests	AGED	0	1	1	1	17	.30	15
	AGEC	0	0	1	0	19	.10	5
	ANSI	0	0	0	2	18	.10	10
	AGRON	0	0	2	7	11	.55	45
Land Juding Contests	AGED	0	5	3	4	8	1.25	60
	AGEC	1	0	3	3	13	.65	35
	ANSI	1	0	0	2	17	.30	15
	AGRON	2	3	4	7	4	1.60	80
Mech-Ag Contests	AGED	0	1	2	2	15	.45	25
	AGEC	0	0	0	0	20	0.00	0
	ANSI	0	1	1	2	16	.35	20
	AGRON	1	0	1	3	14	.55	30
Pasture and Range Contests	AGED	0	2	0	1	17	.35	15
	AGEC	1	0	1	0	18	.30	10
	ANSI	1	0	0	1	18	.25	10
	AGRON	2	0	6	4	8	1.20	60
Speech Contests	AGED	3	0	4	5	8	1.25	60
	AGEC	2	0	4	1	13	.85	35
	ANSI	3	0	0	0	17	.60	15
	AGRON	6	2	2	5	5	2.60	75

2.1 and 75 percent of the students involved in livestock judging.

Sheep production data in Table I indicated that AGED majors had a .65 mean years and had 20 percent of the students involved to lead the majors. ANSI, Agronomy, and AGEC majors followed in that order.

AGED majors led the area of swine production in Table I with an average mean of 2.70 years and 75 percent of the students involved. Agronomy majors ranked second with a 1.50 mean years and had 55 percent of the students involved. AGEC and ANSI were ranked third and fourth with means of 1.05 and .65 and both had 30 percent of the students involved.

The last four areas led by the AGED majors in Table I had only two majors involved in each area. AGED majors had 10 percent involved in horse production, 15 percent in dairy production, 10 percent in horticulture contests and 5 percent in meats contests. ANSI majors had involvement in horse production and meats contests and AGRON majors were involved in dairy production and horticulture contests.

Table I showed that ANSI majors had two high school activities in which they led. In the area of electricity, the ANSI majors had a mean of .20 years with 5 percent involved. AGED majors ranked second with a mean of .10 years and 5 percent involved. AGEC was third with .05 mean years and 5 percent of the students involved. AGRON majors had no participation in electricity contests.

In the area of poultry production, ANSI majors led with a mean of .30 years and had 10 percent or two out of 20 students involved. Agronomy majors had a mean of .10 years and had 5 percent involved. AGEC majors had no participation in poultry production.

Table I indicated that Agronomy majors were more proficient in seven high school activities as compared to AGED, AGEC, and ANSI majors. The seven categories led by Agronomy majors were Crop Production, Agricultural Economics Contests, Homesite Evaluation, Land Judging, Mechanical Agricultural Contests, Pasture and Range Contests, and Speech Contests. It was among those seven categories the following information was gathered, processed and tabulated.

Data indicated that Agronomy majors had 2.6 mean years participation with 85 percent involved in the area of Crop Production. AGEC majors ranked second in Crop Production with a mean of 2.5 years and 75 percent involved. AGED and ANSI majors had means of 2.1 and 1.7 years with 75 percent and 70 percent of the students involved in the area of Crop Production.

In the area of Speech Contests, Table I indicated Agronomy majors had a mean of 2.6 years and had 75 percent of the students involved. AGED majors followed with a mean of 1.25 years and had 60 percent involved. AGEC majors had a mean of .85 years with 35 percent involved. ANSI majors had 15 percent involved with a mean of .60 years.

Agronomy majors led the area of Land Judging with 80 percent of the individuals involved to a mean of 1.6 years. AGED majors were second with a mean of 1.25 years and had 60 percent of the students involved. AGEC and ANSI majors had means of .65 and .30 years with 35 percent to 15 percent of the students involved.

Table I indicated a mean of 1.2 years for Agronomy majors in the area of Pasture and Range Contests. In Pasture and Range, Agronomy majors had 60 percent of the students involved. AGED majors had a .35 yearly mean with 15 percent of the students involved.

In Homesite Evaluation, Agronomy majors had a mean of .55 years and had 45 percent or nine out of 20 students involved. AGED majors were second with a mean of .30 years and had 15 percent of the students active. AGEC and ANSI majors both had a .0 yearly mean and a 5 percent to 10 percent involvement rate.

Agronomy majors had a mean of .55 years with 30 percent of the students involved in the area of Mechanical Agriculture contests. AGED majors had .45 mean years with 25 percent of the students involved. ANSI majors had a .35 mean years and 20 percent of the students involved. There was no participants in the area from AGEC majors.

In the area of Agricultural Economics contests, Table I showed Agronomy majors had .50 mean years with 30 percent of the students involved. AGED majors with a mean of .15 years and 10 percent involved ranked second. ANSI majors ranked third with 5 percent involved and mean years of .10 or two out of 20.

High School Organizations

In the area of high school organizations, Table II showed that Agronomy majors led in seven areas, ANSI majors led in five areas, and AGED in three areas.

Agronomy majors led in the area of football with a mean of 1.4 years and 55 percent of the students involved. AGED majors had 1.05 mean years and a 35 percent involvement rate. AGEC majors were third with .95 mean years and had 30 percent involved. The ANSI majors had .40 mean years and 20 percent of the students involved.

Band was the second highest area led by Agronomy majors in Table II. They had .95 mean years with 10 percent of the students involved. The

TABLE II

STUDENT INVOLVEMENT IN HIGH SCHOOL ORGANIZATIONS BY COLLEGE MAJOR

High School Activities	Major	Number of Students Involved by Years					Mean Years of Student Involvement	% of Students with One or more years of Involvement
Activity		4	3	2	1	0	Years	Percent
Football	AGED	3	1	3	0	13	1.05	35
	AGEC	3	1	2	0	14	.95	30
	ANSI	1	0	3	0	16	.50	20
	AGRON	5	1	0	5	9	1.40	55
Band	AGED	3	0	2	1	14	.85	30
	AGEC	1	0	0	0	19	.20	5
	ANSI	0	0	1	0	19	.10	5
	AGRON	3	2	0	1	14	.95	30
Journalism	AGED	0	0	1	0	19	.10	5
	AGEC	0	0	1	0	19	.10	5
	ANSI	0	0	1	3	16	.25	20
	AGRON	1	0	1	2	16	.40	20
Science	AGED	0	0	0	0	20	0.00	0
	AGEC	0	0	0	1	19	.05	5
	ANSI	0	0	0	0	20	0.00	0
	AGRON	1	0	1	2	16	.40	20
Aviation Club	AGED	0	0	0	0	20	0.00	0
	AGEC	0	0	0	0	20	0.00	0
	ANSI	0	0	0	0	20	0.00	0
	AGRON	1	0	2	0	17	.40	15
Track	AGED	1	0	0	0	19	.20	5
	AGED	0	0	0	0	20	0.00	0
	ANSI	0	0	0	0	20	0.00	0
	AGRON	1	1	0	0	18	.35	10
Newspaper	AGED	0	0	0	0	20	0.00	0
	AGEC	0	0	0	0	20	0.00	0
	ANSI	0	0	0	0	20	0.00	0
	AGRON	1	0	0	2	18	.30	15
Debate	AGED	0	0	1	0	19	.10	5
	AGEC	0	0	1	0	19	.10	5
	ANSI	0	0	1	1	18	.15	10
	AGRON	0	0	1	2	17	.20	15

TABLE II (Continued)

High School Activities	Major	Number of Students Involved by Years					Mean Years of Student Involvement	% of Students with One or more years of Involvement
Activity		4	3	2	1	0	Years	Percent
DECA	AGED	0	0	0	0	20	0.00	0
	AGEC	0	0	0	0	20	0.00	0
	ANSI	1	0	0	0	19	.20	5
	AGRON	0	0	1	2	17	.20	15
Auto Club	AGED	0	0	0	0	20	0.00	0
	AGEC	0	1	0	0	19	.15	5
	ANSI	0	0	0	0	20	0.00	0
	AGRON	1	0	0	0	19	.20	5
Math Club	AGED	0	0	0	0	20	0.00	0
	AGEC	0	0	0	0	20	0.00	0
	ANSI	0	0	0	0	20	0.00	0
	AGRON	0	0	0	1	19	.05	5
Baseball	AGED	5	1	5	1	8	1.60	60
	AGEC	8	0	2	0	10	1.70	50
	ANSI	4	0	5	5	6	1.60	70
	AGRON	1	2	2	2	13	.80	35
Student Council	AGED	0	0	5	1	14	.55	30
	AGEC	1	2	7	1	9	1.25	33
	ANSI	2	3	3	0	12	1.15	40
	AGRON	1	2	4	0	13	.90	35
Golf	AGED	1	0	0	1	18	.25	10
	AGEC	1	2	0	3	14	.65	30
	ANSI	0	0	2	0	18	.20	10
	AGRON	0	0	1	0	19	.10	5
Tennis	AGED	1	0	0	0	19	.20	5
	AGEC	1	1	1	2	15	.55	25
	ANSI	0	0	0	1	19	.05	5
	AGRON	0	0	2	0	18	.20	10
Swimming	AGED	1	0	1	0	18	.30	10
	AGEC	1	1	0	2	16	.45	20
	ANSI	0	0	0	3	17	.15	15
	AGRON	0	1	0	0	19	.15	5
Wrestling	AGED	0	0	0	0	20	0.00	0
	AGEC	2	0	0	1	17	.45	15
	ANSI	0	0	1	1	18	.15	10
	AGRON	0	1	0	0	19	.15	5

TABLE II (Continued)

High School Activities	Major	Number of Students Involved by Years					Mean Years of Student Involvement	% of Students with One or more years of Involvement
Activity		4	3	2	1	0	Years	Percent
Girls Atheletic Club	AGED	0	0	0	0	20	0.00	0
	AGEC	1	1	0	0	28	.35	10
	ANSI	1	0	0	0	19	.20	5
	AGRON	0	0	0	0	20	0.00	0
Glee Clubs	AGED	0	0	0	1	19	.05	5
	AGEC	1	1	0	1	17	.40	15
	ANSI	1	1	1	0	17	.45	15
	AGRON	0	0	1	2	17	.20	15
Pep Club	AGED	1	0	0	1	18	.25	10
	AGEC	0	0	0	0	20	0.00	0
	ANSI	1	0	1	1	17	.35	15
	AGRON	1	0	1	1	17	.35	15
Chorus	AGED	0	0	0	0	0	0.00	0
	AGEC	1	0	0	0	19	.20	5
	ANSI	1	0	1	0	18	.30	10
	AGRON	0	0	0	1	19	.05	5
VICA	AGED	0	0	0	0	20	0.00	0
	AGEC	0	0	0	0	20	0.00	0
	ANSI	1	0	0	0	19	.20	5
	AGRON	0	0	0	1	19	.05	5
Language	AGED	0	0	0	0	20	0.00	0
	AGEC	0	0	0	0	20	0.00	0
	ANSI	0	0	0	1	19	.05	5
	AGRON	0	0	0	1	19	.05	5
FFA	AGED	19	0	1	0	0	3.90	100
	AGEC	9	0	1	0	10	1.90	50
	ANSI	9	2	3	0	7	2.20	65
	AGRON	15	0	1	0	4	3.10	80
4-H	AGED	8	0	7	1	4	2.40	80
	AGEC	3	2	0	1	14	.95	30
	ANSI	6	1	2	0	11	1.60	45
	AGRON	5	2	4	0	9	1.70	55
Baksetball	AGED	5	3	4	1	7	1.90	65
	AGEC	5	0	3	2	10	1.40	50
	ANSI	4	0	0	1	15	.85	25
	AGRON	2	0	3	0	15	.70	25

AGED majors had .20 mean years with 5 percent involved. AGEC and ANSI majors had no participation in the area.

Journalism was the third area led by Agronomy majors. They had .40 mean years and had 20 percent of the students involved. ANSI majors were second with .25 mean years and had 20 percent involved. Both AGED and AGEC majors were involved with 5 percent involved for .05 years. AGED and ANSI majors had no participation in the area.

Aviation Club was the fifth most participated in club among Agronomy majors in this area. There was no other participation in the area of aviation by the three other majors.

Track organizations placed sixth with Agronomy majors in Table II. They had a mean of .35 and a 10 percent involvement rate. AGED majors placed second with a mean of .20 and had 15 percent of the students involved. AGEC and ANSI majors had no involvement in the area.

In the area of Newspaper Clubs, Agronomy majors had .30 mean years and 15 percent involved as indicated in Table II. There was no participation in the area from any other majors surveyed.

Debate Clubs were involved in by all four majors in Table II. Agronomy majors led with .20 mean years and had 15 percent involved. ANSI majors were second with a mean of .15 years and had 10 percent involved. AGED and AGEC majors both had 5 percent of the students surveyed involved for .10 mean years.

Table II showed that Agronomy and ANSI majors were the only two majors involved in the area of DECA. Agronomy majors led with .20 mean years and had 15 percent involved. ANSI majors were second with a mean of .20 years and had 5 percent involved. AGED and AGEC both had no participation in the area.

Auto Clubs were only involved in by Agronomy and AGEC majors.

Agronomy led the area in TABLE II with .4 mean years and had 20 percent involved or four out of 20 students. AGEC majors had a mean of .05 years and 5 percent involved in Math Clubs. AGEC, AGED, and ANSI majors had no participation in the area.

The number one area led by the AGEC group in Table II was Baseball. AGEC majors had a 1.7 yearly mean with 50 percent of the students involved. ANSI and AGED majors had means of 1.6 and had 70 percent to 60 percent of the students involved respectively. Agronomy majors had the least involved with 35 percent involved and a mean of .8 years.

The second area led by the AGEC majors in Table II was Student Council. AGEC majors had 55 percent of the students involved to a 1.25 yearly mean. ANSI majors were the second with 1.15 mean years and had 40 percent involved. Agronomy majors were third with a mean of .90 years and 35 percent involved. AGED majors ranked fourth with 30 percent involved for .55 mean years of participation.

Table II showed that AGEC majors third area to have led in was Golf. AGEC led with .65 mean years and had 30 percent of the students involved. AGED and ANSI majors both had 10 percent of those surveyed involved to a mean of .35 years and .20 years. Agronomy majors were last with a .10 mean and had 5 percent involved.

Tennis was the fourth area led by AGEC majors in Table II. AGEC led with a mean of .55 and had 35 percent of the students involved. Agronomy and AGED majors both had a mean of .20 years and had 10 percent and 5 percent of the students involved respectively. ANSI majors had the least mean years of .05 and had 5 percent involved.

AGEC led Swimming with a mean of .45 years and 20 percent involved, as indicated in Table II. AGED, ANSI, and Agronomy majors all had

lesser participation and involvement.

Table II indicated that AGEC majors led Wrestling with 15 percent of the students involved for .45 mean years. ANSI and Agronomy majors both had .15 mean years and had 10 percent to 5 percent of the students involved. AGED majors had no participation in the area of Wrestling.

The least area led by the AGEC majors was the area of Girls Atheletic Club. AGEC had a mean of .35 years and 10 percent of the students involved. The only other major having had any involvement in the area was that of ANSI majors who had 5 percent of the students involved to a mean of .20 years.

Table II showed that the ANSI majors led or equalled the other groups in five separate areas. ANSI majors had a mean of .45 years and 15 percent of the students involved in the area of Glee Club. AGEC majors were second in the area of Glee Club with a mean of .40 years and had 15 percent involved. Agronomy and AGED majors had mean years of .20 and .05 and had 15 percent to 5 percent involved.

Pep Club data in Table II indicated that ANSI and Agronomy majors tied in involvement. They both had mean years of .35 years and 15 percent involved. AGED majors were third with a .25 yearly mean and had 10 percent involved.

Chorus Clubs were third with ANSI majors in Table II. ANSI majors had a mean of .35 years and 10 percent of the students involved. AGEC majors had .20 mean years and had a 5 percent involvement rate. Agronomy majors were third with 5 percent of the students involved to a mean of .05 years. AGED students were not involved in the area of Chorus.

ANSI majors led VICA in Table II with a mean of .20 and had 5 percent of the students involved. Agronomy majors had a mean of .05 years and

5 percent involved.

ANSI and Agronomy majors both led in Language Clubs. AGRON and ANSI had means of .05 years and 5 percent involved. AGED and AGEC majors had no participation in the area.

The high school organizations led by the AGED majors were listed in Table II. In those three areas the mean years and the percent of students involved far exceeded the other majors.

FFA was the number one area led by the AGED majors in Table II. AGED majors had a mean of 3.9 years and 100 percent or 20 out of 20 students involved. Agronomy majors were second with a mean of 3.1 years and had 80 percent of their students involved. ANSI majors ranked third with a mean of 2.2 years and had 65 percent of their students involved. AGEC majors had 50 percent of the students involved to a mean of 1.9 years.

Table II showed that 4-H was the second area in which AGED majors led the others. AGED had a mean of 2.4 years and 80 percent of the students involved. Agronomy majors were second with a mean of 1.7 years and had 55 percent of the students involved. ANSI and AGEC majors had means of 1.6 and .95 and has 45 percent to 90 percent of the students involved respectively.

The last area in Table II which AGED majors led in was Basketball. AGED majors led the groups with 65 percent of the students involved to a mean of 1.9 years. AGEC majors ranked second with a mean of 1.4 years and had 50 percent of the students involved. ANSI and Agronomy majors had means of .85 and .70 with 35 percent of the students surveyed involved from each other.

Computation of all statistics in the areas of College Organizations

and/or clubs were gathered and the following information was charted in Table III.

College Organizations

In Table III, one can see that Agronomy majors led the group by having been involved in more overall clubs and organizations. The Agronomy majors were involved in six different clubs and organizations, compared to ANSI with five, AGED with four, and AGEC with only one.

Agronomy majors led the Agronomy Club in Table III by having 1.0 mean years with 55 percent of the students involved one or more years. ANSI majors were second with .25 mean years and had only 10 percent of the students surveyed involved. Of the students surveyed, there were no participants from either AGED or AGEC majors.

The Range Chapter Organization had 20 percent of the Agronomy students involved with mean years of .75. AGED, AGEC, and ANSI majors had no students involved as shown in Table III.

The Soil Conservation Society Chapter was led by Agronomy majors who had 30 percent of the students involved with .60 mean years. ANSI majors were second with .30 mean years and had 10 percent of the students involved for one or more years. AGEC majors were fourth with .05 mean years and had 5 percent involved. AGED majors had no participants in the area as shown in Table III.

In Table III, Agronomy majors led the Ag Communicators group by having had .20 mean years with 5 percent of the students involved. AGED, AGEC, and ANSI majors had an involvement percentage of 5 percent and mean years of .05.

Agronomy majors led in Plant Pathology with .20 mean years and

TABLE III

STUDENT INVOLVEMENT IN COLLEGE ORGANIZATIONS
BY COLLEGE MAJOR

High School Activities	Major	Number of Students Involved by Years					Mean Years of Student Involvement	% of Students with One or more years of Involvement
Activity		4	3	2	1	0	Years	Percent
Agronomy Club	AGED	0	0	0	0	20	0.00	0
	AGEC	0	0	0	0	20	0.00	0
	ANSI	1	0	0	1	18	.25	10
	AGRON	1	1	4	5	9	1.00	55
Range Management Club	AGED	0	0	0	0	20	0.00	0
	AGEC	0	0	0	0	20	0.00	0
	ANSI	0	0	0	0	20	0.00	0
	AGRON	3	1	0	0	16	.75	20
Soil Conservation Club	AGED	0	0	0	0	20	0.00	0
	AGEC	0	0	0	1	19	.05	5
	ANSI	0	2	0	0	18	.30	10
	AGRON	1	1	1	3	14	.60	30
Ag Communicators	AGED	0	0	0	1	19	.05	5
	AGEC	0	0	0	1	19	.05	5
	ANSI	0	0	0	1	19	.05	5
	AGRON	1	0	0	0	19	.20	5
Plant Pathology Club	AGED	0	0	1	0	19	.10	5
	AGEC	0	0	0	1	19	.05	5
	ANSI	0	0	0	0	20	0.00	0
	AGRON	1	0	0		19	.20	5
Alpha Zeta Fraternity	AGED	0	0	0	0	20	0.00	0
	AGEC	0	0	1	1	18	.15	10
	ANSI	0	0	2	0	18	.20	10
	AGRON	0	1	0	1	18	.20	10
PreVet Club	AGED	0	0	0	1	19	.05	5
	AGEC	0	0	0	1	19	.05	5
	ANSI	0	1	4	0	15	.55	25
	AGRON	0	0	0	1	19	.05	5
Rodeo Club	AGED	1	1	0	0	18	.35	10
	AGEC	0	0	1	0	19	.10	5
	ANSI	0	0	3	1	16	.35	20
	AGRON	1	0	0	1	18	.25	10

TABLE III (Continued)

High School Activities	Major	Number of Students Involved by Years					Mean Years of Student Involvement	% of Students with One or more years of Involvement
Activity		4	3	2	1	0	Years	Percent
Ag Council	AGED	0	0	0	0	20	0.00	0
	AGEC	0	0	0	0	20	0.00	0
	ANSI	0	1	1	0	18	.25	10
	AGRON	0	0	1	0	19	.10	5
Biochemistry Club	AGED	0	0	0	0	20	0.00	0
	AGEC	0	0	0	0	20	0.00	0
	ANSI	0	0	0	3	17	.15	15
	AGRON	0	0	0	0	20	0.00	0
Food Industry Club	AGED	0	0	0	0	20	0.00	0
	AGEC	0	0	0	0	20	0.00	0
	ANSI	0	0	0	1	;9	.05	5
	AGRON	0	0	0	0	20	0.00	0
Collegiate FFA	AGED	1	5	7	3	4	1.80	80
	AGEC	0	0	0	2	18	.10	10
	ANSI	0	0	0	0	20	0.00	0
	AGRON	0	1	1	2	16	.35	20
Alpha Tau Alpha Fraternity	AGED	0	2	6	1	11	.95	45
	AGEC	0	0	0	0	20	0.00	0
	ANSI	0	1	0	1	18	.20	10
	AGRON	0	0	0	0	20	0.00	0
Block & Bridle	AGED	0	1	4	0	15	.55	25
	AGEC	1	1	1	0	17	.45	15
	ANSI	6	2	5	0	7	2.00	65
	AGRON	0	1	0	0	19	.15	5
Dairy Science Club	AGED	0	0	1	0	19	.10	5
	AGEC	0	0	0	0	19	.05	5
	ANSI	0	0	0	0	20	0.00	0
	AGRON	0	0	0	0	20	0.00	0
Aggie X Club	AGED	0	0	0	1	19	.05	5
	AGEC	2	0	2	2	14	.70	30
	ANSI	0	0	0	1	19	.05	5
	AGRON	0	0	0	0	20	0.00	0

5 percent of the students involved as indicated in Table III. AGED majors had 5 percent of the students involved with .10 mean years. AGEC had .05 mean years with 5 percent of the students involved. ANSI majors had no involvement in Plant Pathology.

Table III indicated that ANSI and AGRON majors led in the area of Alpha Zeta with a mean of .20 years and had 10 percent involved. AGEC majors had a mean of .15 and had 10 percent involved. AGED had no participants in the area of Alpha Zeta among those surveyed.

Table III declared that ANSI majors led in six areas. PreVet Club was led by ANSI majors who had .55 mean years with 25 percent of the students involved. All three other majors surveyed had .05 mean years along with 5 percent of the students involved for one or more years.

In Table III, ANSI majors led the other majors in the area of Block and Bridle Club with a mean of 2.0 years and 65 percent or 13 out of 20 students involved. AGED majors were the second most involved with 25 percent or 5 out of 20 students involved for mean years of .55 years.

ANSI majors led Rodeo Club with a mean of .35 and had 20 percent of the students involved. AGED majors had an equal mean of years with a lower degree of involvement. Agronomy and AGEC majors were third and fourth with means of .25 and .10 years and had 5 percent of the students involved.

In the area of Ag Council, Table III indicated that ANSI majors led with a mean of .25 years and had 10 percent of the students involved. Agronomy majors were second with a mean of .10 and 5 percent of the students involved. AGED and AGEC had no involvement in this area.

ANSI majors led Biochemistry as indicated in Table II with a mean of .15 and 15 percent of the students involved. AGED, AGEC, and

Agronomy had no participation in this area.

Table III indicated the AGED majors led in three different areas. They were Collegiate FFA, Alpha Tau Alpha, and Dairy Science.

In Collegiate FFA, AGED majors led with 1.8 mean years and had 80 percent of the students surveyed involved in one or more years. Agronomy majors were second with .35 mean years and a 20 percent involvement rate. AGEC majors were third with 10 percent involved to a mean of .10 years. ANSI majors had no participants in the area of Collegiate FFA.

AGED majors were first in organization of Alpha Tau Alpha in Table III with a mean of .95 years and had 45 percent of the students involved. ANSI majors were second with a mean of .20 years and had 10 percent involved. AGEC and Agronomy had no involvement in the area of Alpha Tau Alpha.

AGED majors led Dairy Science in Table III with a mean of .10 years and had 5 percent of those surveyed involved. AGEC majors were next with a mean of .05 years and had 5 percent of the students involved. ANSI and Agronomy majors had no involvement in this area.

Table III indicated that AGEC majors led in one area. AGEC led Aggie X Clubs with a mean of .70 years and had 30 percent of the students surveyed involved. AGED and ANSI majors tied for second with means of .05 years and had 5 percent of the students from each major involved. Agronomy majors had no participants in the area of Aggie X Clubs.

Table IV indicated that AGED majors had higher years of involvement in high school activities and organizations.

In Table IV, the Agronomy majors had a higher percent of students involved in high school organizations than did the others, but had

lower mean years of participation.

Table IV indicated ANSI majors were more involved in college organizations as compared to AGED, AGEC, and Agronomy majors.

TABLE IV

OVERALL INVOLVEMENT BY COLLEGE MAJORS IN HIGH SCHOOL ACTIVITIES, HIGH SCHOOL ORGANIZATIONS AND COLLEGE ORGANIZATIONS

	Mean of H.S. Activities	% of Students Involved In H.S. Activities	Mean of H.S. Organizations	% of Students Involved in H.S. Organizations
AGED	1.03	37.9	.53	17.5
AGEC	.63	37.1	.45	15.7
ANSI	.69	27.9	.41	15.4
AGRON	1.01	37.7	.51	15.9

	Mean of College Organizations	% of Students Involved In College Organizations
AGED	.25	11.6
AGEC	.07	5.9
ANSI	.27	11.9
AGRON	.25	10.3

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The study indicated that some students were using some of the leadership skills learned in high school at the college level. It was those leadership skills learned in high school that led many students to develop certain attitudes toward selecting a major in the College of Agriculture. The students' data were charted in search of the influence of the selection of a college major.

The four majors dealt with in this study were Agricultural Education, Agricultural Economics, Animal Science, and Agronomy. Eighty students' questionnaires were used to accumulate the data from which the analysis was made. The data charted were calculated in two forms: (1) the determination of the mean years of participation in high school and college activities and organizations, and (2) the percentage of students who participated in those activities or organizations.

The AGED majors highest high school areas of participation and involvement were beef production, livestock judging, swine production, FFA, 4-H, and basketball. The AGED majors involvement in those areas ranged from 65 to 100 percent of the students surveyed. AGEC, ANSI, and Agronomy majors also had high involvement in the areas listed. Their participation ranged from five to 100 percent of the students involved.

The two high areas for the AGEC majors were baseball and student council. Of the two areas led by AGEC majors, their range of student involvement was 50 to 55 percent. AGED, ANSI and AGRON majors also had relatively high involvement in the areas listed above.

Agronomy majors had four areas of participation. Agronomy majors high areas were crop production, land judging, pasture and range contests, and speech contests. Agronomy student's involvement in the four areas was 60 to 85 percent. All four majors had high involvement in land judging, pasture and range contests, and speech contests.

ANSI majors lead participation in electricity and poultry contests, but indicated no high involvement in either of these areas. It should be noted that some of the other majors had high degrees of involvement in the above activities and organizations listed in which the other majors had highest participation.

An overall view of the data and statistics gathered indicated high involvement from all majors in certain areas of high school activities and involvement. The combination of activities trends and patterns helped determine what college major a student would pursue upon entry into college. It was the trends that were established which allowed the following conclusions and recommendations to be determined.

Conclusions

Data indicated that all majors had certain activities in high school that had an influence upon their decision of a college major. The conlcusions were presented as separate looks at the major.

AGED majors indicated greater mean years of participation and higher percent of involvement in high school activities and organizations than

all other students surveyed. Agronomy majors had the second highest participation and involvement with AGEC and ANSI ranked third and fourth.

ANSI majors indicated the highest involvement in the areas of college organizations. An indepth look at the data indicated that certain trends accompanied certain majors.

High school activites and organizations offered many different types of development and ideas for students going on to higher education. AGED majors had a well set pattern which helped idenitfy in what direction a student would head upon arrival at college. Those high school organizations and activities that set the pattern for a student to enter as an AGED major were FFA, 4-H, basketball, beef production, livestock judging, sheep production, horticulture, and meats contests. One could conclude from the analysis of the data that if certain students were involved in each of these areas for an average of .60 years that he or she would more likely become an AGED major. Note that AGED majors were involved in more activities than those listed above but they were not involved at highest levels.

The AGEC majors' trend was set through high involvement in the high school areas of baseball, student council, golf, tennis, swimming, wrestling, and girls atheletic clubs. One could conlcude that the involvement in these activities would lead a student to chose AGEC as a college major. Note that AGEC majors were involved in the other activities and organizations but did not have the highest involvement.

The ANSI majors' pattern was set by having been involved in the high school activities and organizations of electricity contests, poultry production, glee clubs, pep clubs, chorus, VICA, and language clubs. The pattern indicated that students graduating from high school

would be more prone to major in ANSI if they had had a previous involvement of .43 average years in the areas listed. The ANSI majors were involved in other areas at lower levels of participation.

Agronomy majors led in involvement in 18 different areas of activities and organizations while in high school. Among those were football, band, journalism, science, aviation, track, newspaper, debate, DECA, auto clubs, math, crop production, economics contests, homesite evaluation, land judging, mech-ag contests, pasture and range contests and speech contests. The data indicated that if students become involved to a degree of .58 mean years of participation that they would be more prone to major in Agronomy. Note that agronomy majors were involved in other high school activities and organizations.

The leadership and technical skills learned in high school were carried on to college organizations. The rate of involvement was somewhat lower but the basic ideas were still being presented through a student's involvement of joining different clubs and organizations.

The ANSI majors were more involved in college clubs and organizations. Table IV indicated ANSI students had a high .27 mean years of participation in clubs and organizations. AGED majors had a .25 mean year. Agronomy majors were third most involved in college organizations with AGEC fourth.

It was concluded that AGED majors had more self drive to push themselves into higher areas of development than did the other majors in high school. ANSI majors were indicated to have more drive in college organizations than did the other majors. The ideas and challenges presented before them while in high school appeared to help set the pattern used in college.

Recommendations

High School

In high school the study would be helpful for counselors to adivse students what classes to enroll in while in high school based upon their interest for the future. High school counselors could also use the study to advise students what college major could be best for them. High school teachers could use the study to determine what skills and leadership abilities to expand for certain students to prepare for the chosen college major.

College

The study could be used on the college level in the departments surveyed to show how their students were involved in their respective clubs, i.e. AGED-Collegiate FFA, ANSI-Block and Bridle, etc.

The study could be used to determine student's background upon entry into college. The backgrounds would allow college professors some idea of technical knowledge acquired by each student before coming to college.

Scholarship programs sponsored by each major department could benefit through the knowledge of a students background. The prediction would enable the departments to maximize their money by giving it to students whose background was similar to those students who complete the program.

Recruitment personnel of each agricultural major field studied could use the information from the study to select students with a background that more closely resembled those students presently majoring

in their field.

The study's main use could be for the college advisors in the field of agriculture to help determine what major to encourage a student to pursue. The information could have, in fact, saved many students both time and money by preventing the student from majoring in the wrong major then changing majors two or three years into college. That would in fact be most beneficial to advisors as well as students.

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APPENDIX

Part I

4 = Four years of participation which would represent a very high level of participation.

3 = Three years of participation which would represent a high level of participation.

2 = Two years of participation which would represent a medium level of participation.

1 = One year of participation which would represent a low level of participation.

0 = No participation in the area.

Rank the following activities according to the level of participation in which you were involved in high school.

1. Land Judging. 4 3 2 1 0
2. Pasture and Range Judging 4 3 2 1 0
3. Homesite Evaluation 4 3 2 1 0
4. Livestock Judging 4 3 2 1 0
5. Beef Production. 4 3 2 1 0
6. Swine Production. 4 3 2 1 0
7. Sheep Production. 4 3 2 1 0
8. Crop Production 4 3 2 1 0
9. Electrification Contest 4 3 2 1 0
10. Mechanical Agricultural Contest 4 3 2 1 0
11. Economics Contest 4 3 2 1 0
12. Speech Contests. 4 3 2 1 0
13. Other _____ 4 3 2 1 0
14. Other _____ 4 3 2 1 0

Part II

4 = Four years of participation which would represent a very high level of participation.

3 = Three years of participation which would represent a high level of participation.

2 = Two years of participation which would represent a medium level of participation.

1 = One year of participation which would represent a low level of participation.

0 = No participation in the area.

Rank your level of participation in the following organizations that you have participated in universities studies.

1. Agriculture Communications of Tomorrow. 4 3 2 1 0
2. Aggie X Club. 4 3 2 1 0
3. Agronomy Club 4 3 2 1 0
4. Alpha Tau Alpha 4 3 2 1 0
5. Alpha Zeta. 4 3 2 1 0
6. Biochemistry. 4 3 2 1 0
7. Block and Bridle CLub 4 3 2 1 0
8. Collegiate FFA. 4 3 2 1 0
9. Dairy Science Club. 4 3 2 1 0
10. Food Industry Club. 4 3 2 1 0
11. Forestry Club 4 3 2 1 0
12. Horticulture Club 4 3 2 1 0
13. Mechanized Agriculture Club 4 3 2 1 0
14. Oklahoma Student Charter of Associated Landscape Contractors of America. 4 3 2 1 0
15. Plant Pathology 4 3 2 1 0

16. Preveterinary Science Club. 4 3 2 1 0

17. Range Chapter 4 3 2 1 0

18. Rodeo Club. 4 3 2 1 0

19. Soil Conservation Society Chapter 4 3 2 1 0

20. Students for Landscape Architecture 4 3 2 1 0

21. Turf Club 4 3 2 1 0

22. Delta Sigma Alpha 4 3 2 1 0

23. Other _____ 4 3 2 1 0

24. Other _____ 4 3 2 1 0

25. Other _____ 4 3 2 1 0

Part III

4 = Four or more years of participation which would mean a very high level of participation.

3 = Three years of participation which would represent a high level of participation.

2 = Two years of participation which would represent a medium level of participation.

1 = One year of participation which would represent a low level of participation.

0 = No participation.

Rank your level of participation in the following organizations that you have participated in high school.

1. Future Farmers of America. 4 3 2 1 0
2. 4-H Club 4 3 2 1 0
3. Student Council. 4 3 2 1 0
4. Glee Club. 4 3 2 1 0
5. DECA 4 3 2 1 0
6. VICA 4 3 2 1 0
7. Football 4 3 2 1 0
8. Basketball 4 3 2 1 0
9. Baseball 4 3 2 1 0
10. Tennis 4 3 2 1 0
11. Wrestling. 4 3 2 1 0
12. Swimming 4 3 2 1 0
13. Journalism 4 3 2 1 0
14. Girls Atheletic Club 4 3 2 1 0
15. Golf 4 3 2 1 0
16. Math Club. 4 3 2 1 0

17. Debate Club. 4 3 2 1 0

18. Chorus Club. 4 3 2 1 0

19. Pep Club 4 3 2 1 0

20. Language Club. 4 3 2 1 0

21. Science Club 4 3 2 1 0

22. Newspaper Club 4 3 2 1 0

23. Auto Club. 4 3 2 1 0

24. Aviation Club. 4 3 2 1 0

25. Band Club. 4 3 2 1 0

26. English Club 4 3 2 1 0

27. Other _____. 4 3 2 1 0

28. Other _____. 4 3 2 1 0

29. Other _____. 4 3 2 1 0

30. Other _____. 4 3 2 1 0

Part IV

List your major in the College of Agriculture _____

VITA

Charles V. Willis

Candidate for the Degree of

Master of Science

Thesis: THE RELATION BETWEEN STUDENTS' HIGH SCHOOL ORGANIZATIONS, HIGH SCHOOL ACTIVITIES, COLLEGE ORGANIZATIONS AND THEIR MAJORS IN THE COLLEGE OF AGRICULTURE AT OKLAHOMA STATE UNIVERSITY

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Education: Graduated from Verden High School, Verden, Oklahoma in May, 1973, received the Bachelor of Science in Agriculture degree from Oklahoma State University in December, 1974; completed requirements for the Master of Science degree at Oklahoma State University in July, 1982.